



# Newsletter

November 27, 2013

## **Principals Update**

Kentucky Leadership Academy (KLA) regional training supports principals in the Professional Growth and Effectiveness System (PGES) pilot implementation. KLA sessions provide support for principals in both the Teacher PGES (TPGES) and the Principal PGES (PPGES). The November sessions focused on the observation of teachers using the [Framework for Teaching](#). KLA values the experiences districts have as they implement PGES. Sessions provide participants an opportunity to share experiences with the observation process, planning and preparing for conferences, and the mid-year reviews. Districts capture key successes from various districts to support their own efforts to build capacity for full implementation. The KLA Regional Day 3 is scheduled for January.

Districts completed the first administration of Val-Ed 360 as part of the Principal Professional Growth and Effectiveness System (PPGES) process. More than 300 principals received feedback based on the principal, teachers and supervisors completing Val-Ed 360. In addition, more than 9,000 teachers provided their principals feedback through the teacher voice side of Val-Ed 360. Principals will use this feedback to inform the development of their professional growth plans.

## **Principal Continuous Self-reflection**

The goal of self-reflection for a principal is to improve the climate and culture of a school to create a safe environment focused on effective teaching and learning. Principal continuous self-reflection is as important as teachers' self-reflection. All principals are supposed to engage in this process. Principals are supposed to engage in self-reflection in several areas within the PPGES. Principals must be aware of the culture they are establishing with the staff and students and the effectiveness of current learning initiatives in their school and district.

Continuous self-reflection provides the opportunity for the principal to refine skills and grow as a school leader. The reflection process is an integral part of the PGES. Principals should seek answers on ways they can improve their skills while keeping in mind the impact doing so will have on teachers and students. Continuous self-reflection should consist of a thoughtful process that involves, but is not limited to, the PPGES principal standards; previous classroom and administrative experiences; input from parent, teacher and student surveys; conversations with supervisors and peers; and school assessment data.

District-level personnel play an integral role in the reflection process. Principals should be prepared to address questions during their site visit regarding their focused areas of growth and plans for achieving these goals. Intentional self-reflection guides a

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## **PGES Quick Links:**

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principal's continuous growth with a focus on highly effective teaching and student achievement.

### **Teacher-led Post-observation Conferences**

Conferencing is a critical component of the Teacher Professional Growth and Effectiveness System (TPGES). Engaging in rich, targeted conversations before and after an observation is an essential step in creating a culture of professional inquiry designed to improve teaching and learning.

Teachers are encouraged to be active participants in the conference. Research confirms that learning is done through an active intellectual process. Because teaching is so complex, teachers must constantly polish their craft. Without engaging in the learning, teachers are missing a key opportunity for professional growth.

Post-observation conferencing is an ideal time for teachers to take ownership of professional growth. Principals should align the evidence from an observation with the appropriate component and mark N/A for the rating in EDS and send the DRAFT observation report to the teacher, providing the teacher the opportunity to reflect on the evidence. The teacher should review the observation evidence collected using the [Framework for Teaching](#) and determine a rating for each component before participating in the post-observation conference. The teacher and principal should discuss the respective ratings and together determine a final rating based on evidence. The principal should use open-ended questions to guide the post-observation conference with the teacher.

Charlotte Danielson's book *Talk About Teaching! Leading Professional Conversations* is a valuable resource for more information on conferencing techniques that move the teacher from passive participant to active learner.

### **K-2 Student Voice Survey**

The K-12 pilot student voice survey window is March 19-April 2. K-12 students will provide feedback on their classroom experience by completing an online survey administered through Infinite Campus. A K-2 mini-pilot survey will occur prior to the March survey window. The K-2 student voice survey will be administered one-on-one. Questions for the survey were modified from the Tripod Survey, developed by Cambridge Education, used in the MET project. Kentucky has aligned the questions to the Kentucky STUDENT Framework. Each descriptor aligns with a group of questions from the S.T.U.D.E.N.T. Voice Survey.

Kentucky teachers provide:

- **Support** through rigorous instruction
- **Transparency** through effective communication styles
- **Understanding** through appropriate and varied assessments
- **Discipline** through respectful classroom culture
- **Engagement** through innovative instruction
- **Nurturing** through attentive observation
- **Trust** through teamwork

All students in grades K-12 who will participate in the student voice survey **must have an active student account for Campus Portal**. All Campus Portal are available without any additional settings. A copy of questions and information on using Campus Portal are available on the Student Voice Web page at <http://education.ky.gov/teachers/HiEffTeach/Pages/Student-Voice-Survey.aspx>.

### **PGES Webcasts**

The next PGES webcast is scheduled for **11 a.m. ET Friday, Dec. 13**. This webcast will provide a pilot implementation review as well as focus on new Educator Development Suite features and functionality to be available in late January. Frequently asked questions from the field also will be addressed during the webcast. The live webcast may be viewed via [mms://video1.education.ky.gov/encoder3a](https://video1.education.ky.gov/encoder3a).

The November webcast focused on building capacity to scale the PGES work, ensuring all educators are prepared for full implementation in 2014-15. This webcast and all archived KDE webcasts can be found on the [KDE Media Portal](#).

### **RESOURCE: Measures of Effective Teaching: Teacher Discussion**

The [Measures of Effective Teaching: Teacher Discussion](#) video shares how teachers across the country are talking about multiple measures. In this candid conversation among a group of teachers, they discuss student voice surveys and how to effectively view and use the results to improve their instructional practice. This video and other instructional resources can be found on [The Teaching Channel](#).